



# SC Annual School Report Card Summary

**Sterling School**  
**Greenville County**  
**Grades: PK-8** Enrollment: 755  
**Principal: David Johnstone**  
**Superintendent: Mr. Burke Royster**  
**Board Chair: Mr. Chuck Saylor**

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Excellent	Good	TBD	TBD	A	N/A
2012	Excellent	Excellent	Gold	Silver	A	N/A
2011	Excellent	Excellent	Gold	Silver	Met	N/A

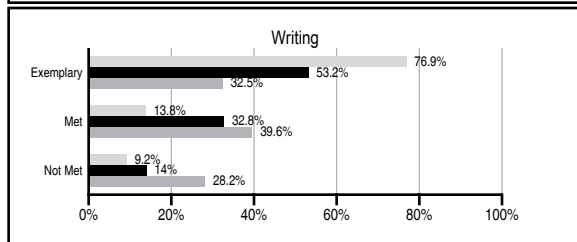
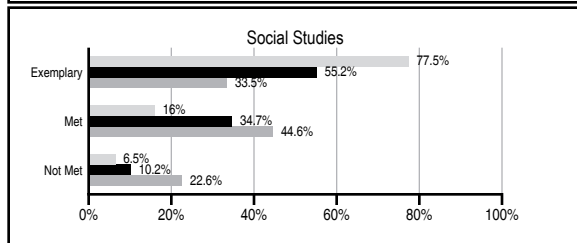
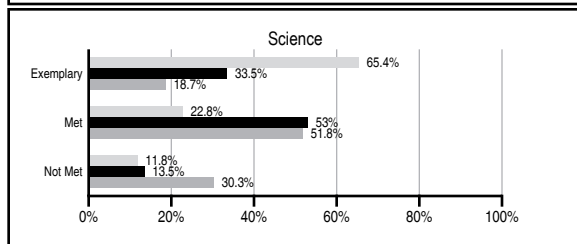
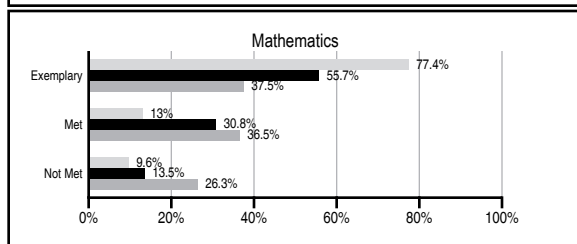
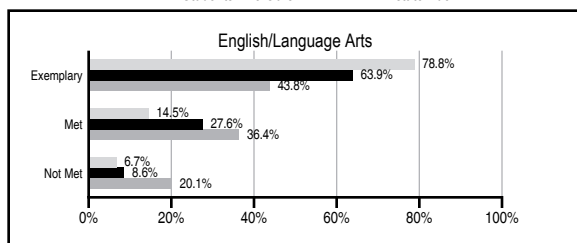
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
30	1	0	0	0

\* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

## PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC PERFORMANCE VISION

*By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.*

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Sterling School [Greenville County]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=755)				
Retention rate	0.5%	Up from 0.0%	0.6%	0.9%
Attendance rate	97.3%	Down from 97.6%	96.8%	96.3%
Served by gifted and talented program	59.1%	N/A	14.3%	7.2%
With disabilities	7.3%	N/A	9.3%	12.4%
Older than usual for grade	0.5%	N/A	0.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	60.5%	Up from 52.4%	67.3%	62.5%
Continuing contract teachers	81.4%	Down from 83.3%	81.4%	83.3%
Teachers returning from previous year	86.5%	Down from 89.1%	90.4%	88.3%
Teacher attendance rate	95.1%	Up from 94.5%	95.1%	95.0%
Average teacher salary*	\$47,239	Up 1.5%	\$49,461	\$48,193
Classes not taught by highly qualified teachers	0.0%	Down from 2.3%	0.0%	0.0%
Professional development days/teacher	6.7 days	Down from 8.9 days	10.8 days	11.0 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 23.0 to 1	20.9 to 1	20.1 to 1
Prime instructional time	91.6%	Up from 91.4%	91.1%	90.0%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,971	Down 0.9%	\$6,964	\$7,364
Percent of expenditures for instruction**	62.0%	No Change	69.0%	68.0%
Percent of expenditures for teacher salaries**	61.0%	Down from 61.3%	68.5%	66.0%
ESEA composite index score	99.1	No Change	93.4	88.0

\* Length of contract = 185+ days.  
\*\* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	45	116	84
Percent satisfied with learning environment	100%	89.7%	94.1%
Percent satisfied with social and physical environment	100%	89.4%	92.9%
Percent satisfied with school-home relations	97.8%	93%	90.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sterling's School Improvement Council (SIC) has been working hard this year to help shape the direction of Sterling. The following narrative outlines much of what has been done this year and summarizes much of what has been accomplished by the students and faculty of Sterling as well.

Sterling has had a wonderful year. We started with a special visit from Subway's Jared Fogle as part of the Subway Challenge and to promote our CATCH and Culinary Creations food program. The fall brought in a record amount of needed funds through a great PTA Boosterthon fundraiser and the awarding of a \$39,474 grant from State Farm to support safer walking and biking to school and in the community. We have had excellent parent participation and inclusiveness in the school through a variety of PTA meeting formats as well as monthly Lunch and Learns from our guidance department and media center. We have also begun parent orientations for the next grade level well before the end of the year to more fully prepare parents for the school year to come.

Lastly, we have continued to improve the instructional program at Sterling. Every grade level and area has reworked some aspect of its curriculum to better our students. We have focused on building rich experiences that will make learning more meaningful and memorable. As you look through our accomplishments, please review the two key areas from which the School Improvement Council evaluates our initiatives: inclusiveness and experiential learning.

**Inclusiveness:** Through this objective, the school seeks to create an environment in which students, teachers, parents and community members feel accepted and a part of the school. Inclusiveness values these roles, appreciates, and values the differences that each individual brings in fulfilling his or her respective role.

**Experiential Learning:** Through this objective, the school seeks to encourage students and teachers to engage in the learning process in a manner that allows for learning from and through failure, risk taking and trial and error. Experiential Learning is consistent with the currently used approach of inquiry-based learning, as many of the characteristics are seen in our teaching. However, there is a desire to see this approach expanded, encouraged, and emphasized.

Jeff Dishner SIC Chair  
David M. Johnstone Principal

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